

Multicultural Values in Learning Islamic Religious Education (Study at SDIT Khoiru Ummah Rejang Lebong)

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Abstract

This research is motivated by the importance of implementing multicultural values in schools. The problem that often occurs is that schools do not turn on good multicultural education, there are lots of fights, bullying that occurs in the school environment caused by differences in ethnicity, religion, and culture. Meanwhile, researchers saw that at SD IT Khoiru Ummah, even though the students have different ethnic and cultural backgrounds, they are friends without discriminating against ethnicity or culture, respect each other, and almost never fight. This study aims to find out what are the multicultural values contained in the learning of Islamic Religious Education. The method used in this research is qualitative method. The subjects of this study were school principals, Islamic religious education teachers and Khoiru Ummah Integrated Islamic Elementary School (SDIT) students. Data collection techniques through observation, interviews, and documentation. Then the data analysis technique uses data reduction, data presentation, and conclusions or verification. The results of this study concluded that the multicultural values contained in the learning of Islamic Religious Education (PAI) are the values of tolerance, human values, values of unity and oneness, social values and values of justice.

A. Introduction

Multiculturalism is an understanding that justifies and believes in the existence of cultural relativism which is caused by cultural diversity, ethnic diversity, with its unique culture (Baharun & Awwaliyah, 2017) So the basis for the emergence of multiculturalism boils down to the study of culture. From this doctrine, it is hoped that a spirit of respect for cultural differences will emerge, thereby creating an attitude of tolerance in life amidst diversity (Uyun & Warsah, 2022) The multicultural situation that Indonesia has is a form of blessing, because in this way Indonesia becomes a very unique and interesting country, but this can also become a problem, if we cannot respond to it in a fair and balanced manner, because of its uniqueness. and this cultural wealth has the potential for disintegration (Daheri et al., 2023) The reality of the conflict has given rise to riots, mutual incitement, verbal abuse, internal conflict, expulsion, burning and the most dangerous thing is that when this conflict is prolonged it leaves tragedy (Sudargini & Purwanto, 2020).

Based on the multicultural conditions of the country, education is expected to make a major contribution to the nation's progress and is the basic capital for building the nation's character. (Azkiya et al., 2022) An intelligent society will provide a nuance of intelligent life as well, and vice versa, and will progressively form independence in society. (Subchi et al., 2022) Islamic Religious Education (PAI) as a medium for teaching multicultural learning to students. Therefore, researchers chose PAI subjects, this is because PAI subjects are mandatory subjects at all grade levels, so PAI subjects have a central role in teaching multicultural values to students so that they can form multicultural attitudes. Apart from that, PAI subjects

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also have an important role as a medium in opening the eyes of the world that Islam is a religion of *rahmatan lil 'alamin* which teaches the concept of multiculturalism.

Islamic Religious Education (PAI) is a conscious and planned effort in the process of preparing students to know, appreciate, understand, and believe in the teachings of the Islamic religion and respect adherents of other religions. (Taufik, 2020) Islamic education is education that is more directed at improving mental attitudes which are manifested in good deeds, both for the needs of oneself and others, both theoretical and practical. This understanding shows that Islamic Religious Education essentially contains the value of multicultural education, this can be seen from the existence of an attitude of tolerance, mutual respect, respect for other people as a form of oneness and unity. (Nur Latifah, Arita Marini, 2021) Therefore, a deep understanding is needed regarding multicultural values which are implemented through learning Islamic Religious Education in schools.

The implementation of multicultural education is very important and urgent to be implemented in schools (Mumtahanah et al., 2020). Schools have a very important role in instilling multicultural values in students from an early age. If from the start they have been given multicultural-based education, then the multicultural values they receive will shape their character and personality which will be reflected in the students' behavior (Husna & Thohir, 2020). According to research conducted by (Mashuri, 2021) which states that there are six forms of multicultural values that are integrated in learning Islamic religious education at SDN 1 Balun Turi Lamongan, the six forms of values are inclusive values, humanist values, tolerance values, help values, democracy and *ukhuwah*.

Based on initial observations, the Khoiru Ummah Integrated Islamic Elementary School (SDIT) is a formal educational institution that has brought multicultural values to life in its learning process. Seeing these conditions, researchers want to know how multicultural learning is in Islamic Religious Education learning and what multicultural values are contained in Islamic Religious Education (PAI) learning at SDIT Khoiru Ummah Rejang Lebong.

B. Research Methods

The research design used in this research is descriptive qualitative. This qualitative research is a research procedure that can produce descriptive data in the form of written or spoken sentences or words from the people concerned (Creswell et al., 2007). This study aims to understand a phenomenon in a social context naturally by prioritizing the process of deep interaction and communication between researchers and the things studied. This qualitative descriptive research describes in depth about the situation under study so that this study does not attempt to test hypotheses as it does in quantitative research (Mashuri, 2021).

This research was carried out at SDIT Khoiru Ummah Rejang Lebong with the research subjects being principals, Islamic Religious Education teachers and students of Integrated Islamic Elementary School (SDIT). The data collection techniques used in this study were observation, interview, and documentation techniques. The data analysis techniques used are by using data reduction, data presentation, and conclusion drawing or verification (Campbell et al., 2011).

C. Result and Discussion

The diversity of Indonesian society as a society that has various ethnicities, races, cultures, religions and customs and others makes Indonesia a multicultural society. (Islamy, 2022) This can be a challenge in uniting Indonesia into a society that is strong in its differences and diversity. This can be done by teaching multicultural education as early as possible which is instilled in students in learning. (Suyitno & Suryarini, 2023) A teacher is responsible for providing education to his students in seeing the differences that occur in their daily lives. One of the outputs of multicultural education is a deeper love for one's country. A sense of wanting to protect existing diversity, and pride in Indonesia's superiority. With multicultural education, people will learn more about how to respect other people. From here, empathy will emerge towards what other people feel. (Agnes et al., 2023)

Based on observations and interviews conducted by researchers, several multicultural values that are instilled in students in learning Islamic Religious Education (PAI) are as follows:

a. Tolerance Value

The value of tolerance refers to the attitude or ability to accept the differences, views or behavior of other people without negative attitudes or rejection. Tolerance involves respect for diversity and the ability to coexist with people who have different beliefs, values, or backgrounds. (Mujahidi Mustaqim, 2019)

- As stated by Ustad Erwanto as follows:

The concept of tolerance in Islam is that there is an attitude of mutual respect, mutual cooperation, between groups of people who have different ethnicities, languages, cultures or different beliefs. Tolerance is a great and noble concept that is completely an organic part of the teachings of the Islamic religion. The value of tolerance believes that every individual or group should have an attitude of mutual respect. The value of tolerance here is not only interpreted as respecting and appreciating other religions, but also meaning respecting and appreciating other people's different ethnicities, cultures and languages.

- The same thing was also conveyed by Ustad Sukamto as a PAI teacher as follows:

The concept of tolerance in Islam is that there is an attitude of mutual respect, mutual cooperation, between groups of people who have different ethnicities, languages, cultures or different beliefs. The value of tolerance believes that every individual or group should have an attitude of mutual respect.

- The same thing was also conveyed by Ustazah Fitri as the school principal as follows:

Tolerance is an attitude of mutual respect, mutual cooperation, between groups of people with different ethnicities, languages, cultures or different beliefs. which is completely part of the teachings of the Islamic religion. The value of tolerance believes that every individual or group should have an attitude of mutual respect.

This is in accordance with observations made by researchers that SDIT KU students always obey the rules in class, respect each other and respect teachers or friends, help friends who have learning difficulties, apologize to each other if mistakes occur.

b. Human Values

Human values refer to a set of principles and norms that emphasize respect, protection and fulfillment of human rights. These values include basic principles such as human dignity, justice, equality, and freedom. (Irawan, 2020)

- As stated by Ustad Erwanto as follows:

Human values are values that are carried out with full awareness in thought, attitude and behavior in upholding respect for human rights to form a caring attitude and uphold human values, by recognizing equality, equal rights and equal obligations of fellow human beings.

- The same thing was also conveyed by Ustad Sukamto as a PAI teacher as follows:

In essence, humans will depend on other humans. Therefore, humans must maintain good relations with each other on the basis of equal feelings. Therefore, this human value must be carried out with full awareness.

- The same thing was also conveyed by Ustazah Fitri as the school principal as follows:

Human values are values that are universal in nature and are developed to shape students' characters in accordance with moral values.

This is in accordance with observations made by researchers that in the learning process students learn by respecting each other, then do not differentiate between friends of different ethnicities.

c. Values of Unity and Unity

The value of unity and oneness refers to the importance of having unity and oneness in a society or country. These values underscore the importance of working together, respecting differences, and building solidarity to achieve common goals. (Hamid et al., 2021)

- As stated by Ustad Erwanto as follows:

Unity is an understanding that considers the highest loyalty of every individual to be included in the National State or as a mental attitude or behavior of individuals or communities that shows high loyalty and devotion to their nation and state. School is a place that can be used to foster a sense of love for the country in students. One of them is by singing the national anthem Indonesia Raya live, students are expected to be able to embody the values contained in the song so as to bring out the national spirit and spirit.

- The same thing was also conveyed by Ustad Sukamto as a PAI teacher as follows:

Unity and unity is the coming together of a nation with various differences such as various ethnicities, religions and races so that it becomes a unified whole. Therefore, it is very important to instill the values of unity and unity, one of which is in educational institutions, such as schools, so that they can form attitudes and behavior that reflect these values of unity and integrity.

- The same thing was also conveyed by Ustazah Fitri as the school principal as follows:

Unity and unity must exist in the school environment because it will strengthen ties of brotherhood with the school community and will create peace and tranquility.

This is in accordance with observations made by researchers that before starting learning, SDIT KU students sang the national anthem Indonesia Raya together, then during the learning process they were active in studying and they made friends without differentiating between ethnicity, race or culture.

d. Community Values

Popular values often refer to principles or values related to the welfare and interests of society. (Damanhuri et al., 2016)

- As stated by Ustad Erwanto as follows:

The democracy in question can form a democratic attitude, be open to diversity, respect the aspirations of each other, and uphold the values of truth in creating a society that recognizes diversity in peace and dignity.

- The same thing was also conveyed by Ustad Sukanto as a PAI teacher as follows:

Popular values contain the meaning of a government of the people, by the people and for the people by means of deliberation and consensus, whereas in the school environment the values instilled in students are respecting and appreciating other people's opinions, holding deliberations and recognizing existing diversity.

- Ustazah Fitri also conveyed the same thing as follows:

Popular values are the principles of family that can form a democratic attitude, open to diversity and respect the aspirations of each other.

This is in accordance with observations made by researchers during learning activities that students are free to express their opinions in learning activities, and students also respect the opinions of friends who differ from them.

e. Value of Justice

The value of justice in multiculturalism involves recognition, appreciation and fair treatment of various cultural, religious and ethnic groups in a society. (Noor & Fitriyah, 2021)

- As stated by Ustad Erwanto as follows:

Justice is giving rights to someone according to their respective portions. So that there is balance and harmony between demanding rights and carrying out obligations.

- The same thing was also conveyed by Ustad Sukanto as a PAI teacher as follows:

Justice in question is how we behave fairly towards everyone regardless of differences, care about and help reduce the difficulties experienced by other people.

- The same thing was also conveyed by Ustazah Fitri as the school principal as follows:

Justice is giving rights to someone according to their respective portions. So that there is balance and harmony between demanding rights and carrying out obligations.

This is in accordance with observations made by researchers during learning activities that teachers treat all students fairly and do not discriminate between men and women, or their backgrounds, and students help each other teach friends who have difficulty understanding the lesson.

Based on interviews conducted by researchers, after students were given education regarding multicultural values as taught by teachers, students were able to understand and apply what they had learned well in their daily lives. As stated by Hilmiy, as follows:

I already understand what multicultural values are and thank God I can apply multicultural values well.

- Najwa also conveyed the same thing as follows:

Now I understand the multicultural values taught by teachers and how to apply these values well.

- Adji also conveyed the same thing as follows:

I understand what multicultural values are and I can apply them well.

- Zhafran also conveyed the same thing as follows:

I enjoy learning about multicultural values, so that I understand and I can apply multicultural values.

- Dzaky also conveyed the same thing as follows:

I enjoy learning about multiculturalism and I can apply the multicultural values explained by the teacher well.

This research is in line with research conducted by (Fita Mustafida, 2020) which states that to implement multicultural education in Islamic Religious Education (PAI) learning including through the integration of multicultural values in learning activities. In addition, this study is in line with research conducted by (Arifin & Kartiko, 2022) which states that the strategy of Multicultural-Based Islamic Education at MBI Amanatul Ummah is to use a strategy of using a unifying language, namely Indonesian. In addition, by incorporating multicultural values and understanding, it will appreciate the differences in teaching and learning activities contained in learning lesson plans.

Based on data obtained from observations in the field, the theory has similarities to what the researchers observed. The multicultural values contained in Islamic religious education learning at SDIT Khoiru Ummah are the value of tolerance, human values, the value of unity and oneness, people's values, and the value of justice.

D. Conclusion

Based on research data obtained in the field, as well as data analysis carried out by researchers, it can be concluded that the multicultural values contained in PAI learning at SDIT Khoiru Ummah are: tolerance values, human values, unity and integrity values, people's values, as well as the value of justice.

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